

STRATEGIC SCHOOL PROFILE 2010-11**Area Cooperative Educational Services**

CRAIG W. EDMONDSON, Superintendent

Location: 350 State Street
North Haven,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 2

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2010 1,991
 5-Year Enrollment Change 33.4%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---------------------------------------------------------------------------|--------------------|----------|-----|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 1,120 | 56.3 | N/A | 34.1 |
| K-12 Students Who Are Not Fluent in English | 46 | 2.3 | N/A | 5.6 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | N/A | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 727 | 36.5 | N/A | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 53 | 84.1 | N/A | 80.2 |
| Homeless | 0 | 0.0 | N/A | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | N/A | N/A | N/A | N/A |

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 5 | 0.3 |
| Asian American | 87 | 4.4 |
| Black | 619 | 31.1 |
| Hispanic | 541 | 27.2 |
| Pacific Islander | 0 | 0.0 |
| White | 738 | 37.1 |
| Two or more races | 1 | 0.1 |
| Total Minority | 1,253 | 62.9 |

Percent of Minority Professional Staff: 7.9%

Non-English Home Language:

4.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

As a Regional Educational Service Center, Area Cooperative Education Services (ACES) works together with our twenty-five member school districts to reduce academic and social issues stemming from racial, ethnic, and economic isolation. To successfully achieve our mission, ACES operates three interdistrict magnet schools enrolling over two thousand students, coordinates several interdistrict collaborative programs, and facilitates the Open Choice program for our member districts. ACES interdistrict magnet schools are designed to attract students across many school districts increasing educational opportunities for students of diverse backgrounds to learn along side one another. Each school reinforces its mission of diversity while delivering a high quality curriculum with unique academic focus. Our magnet schools offer the very latest in educational technology with two of our schools offering their students a one2one laptop experience. We also serve as laboratory schools for our state universities. Our magnet schools have also had the opportunity to participate along with other school districts in the interdistrict grant partnerships. Here, our schools' teachers and students work along with fellow schools from other districts. We have co-partnered for technology, math, and language arts enrichment. ACES has been instrumental in Minority Teacher Recruitment (MTR) efforts in Connecticut. The MTR Advisory Council has developed and implemented strategies to increase the number of minority educators, including our highly successful annual MTR Job Fair. As a member of the RESC MTR Alliance, ACES played a key role in securing funding from the State Legislature to enhance MTR efforts statewide through a marketing campaign that focuses on the Future Teacher's Pipeline, The Alternate Route to Certification and Teacher Preparation Opportunities. We partner with organizations, colleges & universities to promote teaching as a profession to middle, high school and college students. ACES has a strong district-wide Diversity Committee comprised of all employed stakeholders from our agency which meets on a regular basis. This committee has helped to enhance the collaboration of our magnet schools' participation in all district diversity activities and professional development opportunities which focused on celebrating diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|------------------------------------------------------------------|
| Grade 3 Reading | 50.7 | 58.4 | 17.5 |
| Writing | 55.6 | 61.1 | 21.1 |
| Mathematics | 47.9 | 63.0 | 12.4 |
| Grade 4 Reading | 54.8 | 62.5 | 19.6 |
| Writing | 68.0 | 65.5 | 36.6 |
| Mathematics | 58.9 | 67.0 | 18.3 |
| Grade 5 Reading | 47.3 | 61.4 | 16.0 |
| Writing | 68.0 | 66.8 | 36.8 |
| Mathematics | 40.5 | 72.5 | 3.7 |
| Science | 34.7 | 59.9 | 10.4 |
| Grade 6 Reading | 65.4 | 76.0 | 15.5 |
| Writing | 50.2 | 65.2 | 13.7 |
| Mathematics | 54.6 | 71.3 | 10.7 |
| Grade 7 Reading | 66.3 | 77.8 | 13.4 |
| Writing | 48.5 | 58.9 | 18.4 |
| Mathematics | 56.4 | 68.4 | 17.3 |
| Grade 8 Reading | 59.5 | 74.7 | 11.5 |
| Writing | 47.3 | 64.8 | 10.8 |
| Mathematics | 46.0 | 66.6 | 10.2 |
| Science | 45.5 | 63.1 | 14.0 |

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|--------------------------------|----------|-------|------------------------------------------------------------------|
| Reading Across the Disciplines | N/A | N/A | N/A |
| Writing Across the Disciplines | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Science | N/A | N/A | N/A |

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|----------------------------------------------------------------------------|----------|-------|-----------------------------------------------------------------------|
| | 47.4 | 51.0 | 38.6 |

| SAT® I: Reasoning Test Class of 2010 | | District | State | % of Districts in State with Equal or Lower Scores |
|-----------------------------------------|------------------|----------|-------|----------------------------------------------------------|
| % of Graduates Tested | | 15.4 | 70.6 | |
| Average Score | Mathematics | 510 | 510 | 51.1 |
| | Critical Reading | 385 | 505 | 1.5 |
| | Writing | 415 | 510 | 6.1 |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|----------------------------------------------------|----------|-------|------------------------------------------------------------------|
| Graduation Rate, Adjusted Cohort Rate 2010 | N/A | N/A | N/A |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 0.0 | 2.8 | 100.0 |

| Activities of Graduates | District | State |
|--------------------------------------------------------------|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 69.2 | 84.8 |
| % Employed (Civilian Employment and in Armed Services) | 23.1 | 9.1 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---------------------------------------------------------------------------------|--------|
| General Education | |
| Teachers and Instructors | 116.65 |
| Paraprofessional Instructional Assistants | 25.30 |
| Special Education | |
| Teachers and Instructors | 89.00 |
| Paraprofessional Instructional Assistants | 211.00 |
| Library/Media Specialists and/or Assistants | 3.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 9.00 |
| School Level | 13.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.25 |
| Counselors, Social Workers, and School Psychologists | 27.00 |
| School Nurses | 11.50 |
| Other Staff Providing Non-Instructional Services and Support | 137.40 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors | District | DRG | State |
|------------------------------------------|----------|-----|-------|
| Average Years of Experience in Education | 14.0 | N/A | 13.9 |
| % with Master's Degree or Above | 88.6 | N/A | 79.0 |

| Average Class Size | District | DRG | State |
|--------------------|----------|-----|-------|
| Grade K | 21.0 | N/A | 18.4 |
| Grade 2 | 24.7 | N/A | 19.9 |
| Grade 5 | 25.0 | N/A | 21.2 |
| Grade 7 | 20.7 | N/A | 20.6 |
| High School | N/A | N/A | N/A |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-----|-------|
| Elementary School | 1,155 | N/A | 992 |
| Middle School | 1,053 | N/A | 1,017 |
| High School | N/A | N/A | N/A |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | 1.6 | N/A | 3.1 |
| Middle School | 0.7 | N/A | 2.4 |
| High School | N/A | N/A | N/A |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|-----------------------------------------------------------|---------------------|------------------------|--------------------|-----|-------|
| | | District | PK-12 Districts | DRG | State |
| Instructional Staff and Services | N/A | N/A | N/A | N/A | N/A |
| Instructional Supplies and Equipment | N/A | N/A | N/A | N/A | N/A |
| Improvement of Instruction and Educational Media Services | N/A | N/A | N/A | N/A | N/A |
| Student Support Services | N/A | N/A | N/A | N/A | N/A |
| Administration and Support Services | N/A | N/A | N/A | N/A | N/A |
| Plant Operation and Maintenance | N/A | N/A | N/A | N/A | N/A |
| Transportation | N/A | N/A | N/A | N/A | N/A |
| Costs for Students Tuitioned Out | N/A | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A | N/A |
| Total | N/A | N/A | N/A | N/A | N/A |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | N/A | N/A | N/A | N/A | N/A |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|----------------------------------------------------------|-----|-------|
| | | District | DRG | State |
| | N/A | N/A | N/A | N/A |

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | N/A | N/A | N/A | N/A |
| Excluding School Construction | N/A | N/A | N/A | N/A |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Area Cooperative Educational Services (ACES) is the Regional Educational Service Center for twenty-five school districts in south central Connecticut. Each local school district appoints a representative to the ACES Governing Board of Education. Our Board works collectively to set a strategic direction for our organization based on the educational needs of the region and our own school system. ACES operates schools and programs based on these needs and the Governing Board ensures the equitable allocation of resources among the programs. Each of our full-time Interdistrict Magnet Schools has a steering committee which monitors and approves resource allocations in its respective program. Local funding, State of Connecticut magnet school support, and grant resources are utilized to achieve and enhance equity among our programs. Building level principals and directors meet monthly with ACES Central Administration to discuss issues relating to available resources in meeting their academic goals. This process also assists as the district and agency plan for budget development. The budget process includes each school's steering committee, the building administrator(s), ACES Central Administration and the ACES Governing Board.

SPECIAL EDUCATION

| | |
|------------------------------------------------------------------------------------------------------|-----|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | N/A |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | N/A |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|------------------------------------------------------------------------------------------------------------|-------|------------------|-------------|---------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | N/A | N/A | N/A | N/A |
| Learning Disability | N/A | N/A | N/A | N/A |
| Intellectual Disability | N/A | N/A | N/A | N/A |
| Emotional Disturbance | N/A | N/A | N/A | N/A |
| Speech Impairment | N/A | N/A | N/A | N/A |
| Other Health Impairment* | N/A | N/A | N/A | N/A |
| Other Disabilities** | N/A | N/A | N/A | N/A |
| Total | N/A | N/A | N/A | N/A |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|---------------------------------------------------------------------------------------------------------|----------|-------|
| % Who Graduated in 2009-10 with a Standard Diploma | N/A | N/A |
| 2009-10 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 3.9 |

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | 29.0 | 33.0 | 61.2 | 68.6 |
| | Writing | 16.0 | 19.3 | 51.7 | 63.7 |
| | Mathematics | 25.4 | 33.4 | 51.8 | 68.2 |
| | Science | 16.1 | 21.2 | 43.3 | 61.5 |
| CAPT | Reading Across the Disciplines | N/A | N/A | N/A | N/A |
| | Writing Across the Disciplines | N/A | N/A | N/A | N/A |
| | Mathematics | N/A | N/A | N/A | N/A |
| | Science | N/A | N/A | N/A | N/A |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

| | | |
|-----------------------------------|--------------------------|-------|
| CMT | % Without Accommodations | 0.0 |
| | % With Accommodations | 100.0 |
| CAPT | % Without Accommodations | 0.0 |
| | % With Accommodations | 100.0 |
| % Assessed Using Skills Checklist | | 25.0 |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | N/A | N/A |
| Private Schools or Other Settings | N/A | N/A |

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
|------------------------------------|-------------------|---------------------|-----|-------|
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | N/A | N/A | N/A | N/A |
| 40.1 to 79.0 Percent of Time | N/A | N/A | N/A | N/A |
| 0.0 to 40.0 Percent of Time | N/A | N/A | N/A | N/A |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Area Cooperative Educational Services (ACES) mission is to empower our students to meet educational and life challenges in the changing global environment. Programs and schools are focused on improving services for students with disabilities. The ACES Center for Autism Spectrum and Developmental Disorders opened their doors and began providing services to students who range in age from 11 to 21. The Center is committed to promoting research-based practices and supports the National Autism Council conclusions that the use of evidence-based practices to enhance educational outcomes for students requires the appropriate use of scientifically based research findings, sound professional judgment, and adherence to the values and preferences of families and the community. Environments within the school have been created to allow for assessment and recommendations to be made around programming in the area of independent living skills. CASDD as well as Village and Whitney High East/West hosted training on the use of the Pragmatic Organized Dynamic Display that will provide students another way to have social communication. Teachers participated in Moodle training which has created an electronic communication option for parents that affords families the ability to have current information on their child and their child's school. The Moodle system keeps parents informed of family nights, training such as Sibshops, and allows them to connect with others using the family directory. Parent connections at Whitney High North took place at an Expo that gave families the ability to speak with various mental health agencies as well as DCF, Yale and ICAAPS. Transition Fairs were held to address the needs of the students moving from high school to post secondary agencies and employment. A mentoring partnership was started with Gateway and will continue in the upcoming year. Mill Road established a Parent Communication Committee that developed a Parent Handbook/Calendar outlining policies and procedures as well as a calendar listing school events. The establishment of PLC's, with an emphasis on Data Teams, closely monitored the progress of our students throughout the year and made modifications to instructional practices that met student's educational needs and promoted success academically. In addition, a year-long committee began reevaluating the Mill Road positive behavior management system in order to meet the more significant needs of the current population and revised the level system to encourage success for all students. Collaborative programs continue to support the integration of special needs students with typical peers in their home school. The high school program at West Haven focuses on students with Intellectual Disabilities and affords expanded opportunities for inclusion and integration with typical peers. ACES Strategic Plan process focused on the development and implementation of plans to effectively use assessment data to improve instruction and identify appropriate interventions to improve student achievement. The Guiding Coalition supported agency professional development on common formative assessments and data driven decision making. The SRBI Committee published the ACES Public Schools SRBI Intervention and Support Model and presented the document to district representatives at the Second Connecticut Assessment Forum (CAF) in August.
